

Healthy  
Living



# Deanwood Physical Education

Curriculum 2023-24



# Contents

What Is The Purpose Of The <b>Healthy Living</b> Curriculum?.....	2
Deanwood School Values .....	2
How Do We Teach <b>Physical Education</b> ?.....	3
Self and Peer Evaluation.....	3
Adapting the Depth of learning .....	4
Inter-house games.....	4
Knowledge Organisers.....	4
Pupils unable to take part in the physical lesson .....	4
How Do We Adapt Learning To Support Pupils In <b>Physical Education</b> ? .....	5
Non-Negotiables that need to be in place in all lessons/classrooms when teaching .....	5
Cognition and Learning .....	5
Communication and Interaction .....	5
Physical and sensory .....	6
Social Emotional and Mental Health.....	6
How is <b>Physical Education</b> Sequenced Throughout The School? .....	7
How is <b>Physical Education</b> Sequenced Over The Year? .....	8
Substantive ( <i>Know...</i> ) & Disciplinary ( <i>Know how...</i> ) <b>Movement &amp; Dance</b> Knowledge.....	9
Year N .....	9
Year R.....	9
Year 1.....	10
Year 2.....	10
Year 3.....	11
Year 4.....	11
Year 5.....	12
Year 6.....	12
Substantive ( <i>Know...</i> ) & Disciplinary ( <i>Know how...</i> ) <b>Competitive Games</b> Knowledge .....	13
Year N .....	13
Year R.....	13
Year 1.....	14
Year 2.....	14
Year 3.....	16
Year 4.....	16
Year 5.....	17
Year 6.....	17
How Do We Assess In <b>Physical Education</b> ?.....	18
Assessment Question 1. What do I need to teach? .....	18
Assessment Question 2. What do the pupils understand? .....	18
Assessment Question 3. What can the pupils apply? .....	18
What Are The End Points For Each Year In <b>Physical Education</b> ? .....	19

## What Is The Purpose Of The **Healthy Living** Curriculum?

Deanwood's 'Healthy Living' curriculum is dedicated to fostering an environment where every child feels happy, successful, and safe. We encourage our children to understand and manage their emotions, build resilience, and respect themselves and others through PSHE lessons that focus on emotional literacy, resilience and the cultivation of positive relationships.

Healthy Living curriculum comprises of:

- PE
- PHSE

### **Deanwood School Values**

Our Healthy Living Curriculum underpins our school values in the follow way:

#### **Happy**

We have a vision of a holistic education, where children learn to value themselves and their community, develop a lifelong love for learning, and prepare for the next stages of their educational journey.

#### **Successful**

Develop competence and confidence, promoting the importance of an active lifestyle that emphasize teamwork and healthy competition alongside activities which promote mental well-being, self-confidence and a joy of learning. We encourage a growth mindset, encourage children to set personal goals and celebrate personal achievements and milestones

#### **Safe**

We aim to equip our pupils with the knowledge and skills to make informed decisions about their well-being, relationships, and life choices, while also taking into consideration physical safety, as well as emotional safety.

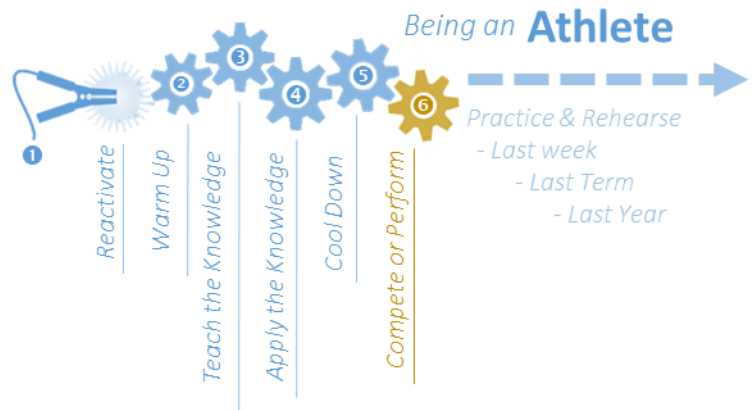
# How Do We Teach Physical Education?

To support the subject knowledge of PE, the scheme 'Get Set 4 PE' is used. In the scheme there are resources and presentations which can be used to support the teaching of PE.

The Teaching of PE follows a specific routemap which builds up the knowledge of their unit in small steps.

## 1. Reactivate prior learning

This section is reminding the pupils learning from the previous session and also linking to the previous years. The use of the Get Set 4 PE can be used to show the pupils the knowledge which is going to be learnt.



## 2. Warm up

The warm-up needs to get the pupils body ready for the learning. The warm-up needs to be based around team games not only to engage the children in a warmup but also to encourage team work and participation with one another. There are links to the body and how they have been effected by the exercise.

## 3. Teach the knowledge

The teaching of the knowledge or technique need to be carefully modelled in the 'I do – We do – You do- approach. Those who find modelling specific techniques tricky can either use the videos which are part of the Get Set 4 PE scheme or children in the class which they know are talented in that area.

## 4. Apply the knowledge

The knowledge which the children have been learning will be developed and practiced through a focused activity. This will be linked to the area of PE studying and enable the pupil to practice and refine their skills.

## 5. Cool Down

At the end of the session, the children will have the opportunity to have a cool down so that they can lower their heart rates and breathing rates.

## 6. Compete or Perform

At the end of the unit, the pupils will have an opportunity to take part in a small sides game or performance where the pupils will work together in bringing their learning together. If possible, the children will have an audience or chance to share their performance with others through video or photos.

## Self and Peer Evaluation

Throughout the learning, the children will be encouraged to assess their own work through the use of thumbs up/ middle / down

## Adapting the Depth of learning

As any subject, we must cater for a range of abilities. A simple way to change the ability outcomes for a group of children is to adapt either:

**Space** Make the space bigger for practice or smaller for more able pupils etc.

---

**Time** to allow more or less time for the challenge.

**Task** Using small steps of advancing through the Teach the skill, then onto skill drill etc. Some may need to stay at the first step, others may leap to the small sided game.

---

**Equipment** Change the resources to make it easier or more challenging such as ball size.

---

**People** Altering size of teams, or using more able to coach others and develop leadership skills.

---

## Inter-house games

Whenever there is an opportunity, Inter-house games should take place to introduce the children to competitive sports. Children across the school will represent the school at MYG throughout the year. These skills will be specifically taught during after school clubs or lessons. Celebrations of achievements and learning will be shared at various times of the year.

As well as this, Local clubs and sportsmen will be invited into school to share what sports are available for them to participate in. Sports crew and buddies support children's learning at lunchtimes and playtimes. Throughout the term. Responsible and skilled children will be given opportunities to referee games and work across the phases.

## Knowledge Organisers

As part of the re-activation section, the pupils will review the knowledge organiser for the unit. As the children work without exercise books, a large class knowledge Organiser will be shared with the pupils for the whole class.

## Pupils unable to take part in the physical lesson

Pupils come to school wearing their PE kit and so there should be very little chance of not having the appropriate kit. If a pupil does not have access to suitable clothing, or they are injured and unable to take part, they still need to take an active part in the lesson. The pupils can take the role of coaching and share notes on successful techniques or performances.

With jewellery, small Studs are fine. The earring can be taped up if the child is happy or removed altogether. No earrings which are a hazard, such as hoops, should be worn.

# How Do We Adapt Learning To Support Pupils In **Physical Education**?

## **Non-Negotiables that need to be in place in all lessons/classrooms when teaching**

1. Dual coded displays/resources available to all pupils
2. Ensure outcomes are either open ended or pupils have a choice of how to present their work within that objective
3. All pupils given a means of expressing their view and opinions whether written, recorded, drawn etc.

### **Cognition and Learning**

#### **Subject Challenges**

Accessing of learning due to poor literacy or cognitive skills

Children may struggle to remember information/facts/previous learning

#### **Provision for SEND**

Key words displayed  
Use of shorter/less complex sentences in resources given  
Writing frames where possible

Lots of retrieval opportunities and reinforcement  
Clear differentiation  
Apply new vocab into lots of different contexts – pre teaching vocab

Physical warm ups to recall previous learning

### **Communication and Interaction**

#### **Subject Challenges**

Children may struggle to communicate their view and express opinions in PE sessions

Language difficulties may make chn unable to access learning

#### **Provision for SEND**

Ensure modelling and sentence stems are used e.g. I enjoyed their gymnastic performance because...Next time they need to improve...  
Allow children to discuss their answer this a partner first to allow processing time  
Provide alternative ways of expressing views e.g. written on a white board

Ensure any written information is explained verbally too  
Use of simple instructions – small steps with modelling  
Visual aids and dual coding  
Video's and modelling to demonstrate key skills

## Physical and sensory

### Subject Challenges

Children with visual impairment may find it difficult to see IWB or resources provided

Recording information may be difficult

Children with fine motor or gross motor difficulties may find it difficult to use specific PE equipment

Children who might not be able access some PE equipment

### Provision for SEND

Provide multi-sensory resources and ensure those with visual difficulties have visual verbally described

Provide additional ways to record info(video/ICT etc)

Addressing individual needs on a lesson by lesson basis – those with PD – how can you ensure they are included in the lesson based on their ability? Ensure alternative equipment or support is provided e.g. space for their walker between benches

## Social Emotional and Mental Health

### Subject Challenges

Children who struggle in PE may become upset/angry/withdrawn particularly in subject areas they find more difficult

Many aspects of PE consist of group work – some children may struggle to manage in these scenarios

### Provision for SEND

Ensure children know in advanced what the key areas of the lesson will be

Provide chn with jobs e.g. supporting groups, judging, identifying mistakes etc to boost their confidence

Have clear expectations of group work  
Carefully consider groupings  
Reduce group sizes if necessary to reduce sense of overwhelm

## How is **Physical Education** Sequenced Throughout The School?

The PE knowledge for the pupil is sequenced to build up not only in year but also in ?? key themes over each year.



### Movement & Dance



### Competitive Games



### Outdoor Adventurous Activities (OAA)

	Key Theme 1 <b>Movement &amp; Dance</b>	Key Theme 2 <b>Competitive Games</b>	Key Theme 3 <b>OAA (&amp; Swimming)</b>
<b>N</b>	Introduction to PE: unit 1 Gymnastics 1. Sports Day Practice.	Fundamentals 1. Ball Skills 1. Games 1.	
<b>R</b>	Introduction to PE: unit 2 Gymnastics 2. Sports Day Practice.	Fundamentals 2. Ball Skills 2. Games 2	
<b>1</b>	Dance Sports Day Practice	Ball Skills Sending & Receiving Net & Wall Games	Team Building
<b>2</b>	Fitness Gymnastics Track & Field Athletics	Invasion Games Target Games Striking & Fielding	
<b>3</b>	Gymnastics Dance Track & Field Athletics	Hockey Basketball Tennis	
<b>4</b>	Gymnastics Dance Track & Field Athletics	Cricket	Swimming OAA
<b>5</b>	Gymnastics Track & Field Athletics	Basketball Hockey Tennis	Young Leaders Training
<b>6</b>	Dance Gymnastics Track & Field Athletics	Cricket	OAA Swimming



## How is **Physical Education** Sequenced Over The Year?

These are delivered in the following Terms.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 5</b>
<b>N</b>	Introduction to PE: Unit 1	Fundamentals: Unit 1	Gymnastics: Unit 1	Dance: unit 1	Ball Skills: Unit 1	Games: Unit 1
<b>R</b>	Introduction to PE: Unit 2	Fundamentals: Unit 2	Gymnastics: Unit 2	Dance: unit 1	Ball Skills: Unit 2 Track & Field	Games: Unit 2
<b>1</b>	Ball Skills	Team Building	Dance	Dance	Sending & Receiving	Net & Wall
<b>2</b>	Fitness	Gymnastics	Target Games	Invasion Games	Striking & Fielding Track & Field	Athletics
<b>3</b>	Hockey	Gymnastics	Dance	Basketball	Tennis Track & Field	Athletics
<b>4</b>	Swimming	OAA	Gymnastics	Dance	Cricket Track & Field	Athletics
<b>5</b>	Hockey	Young Leaders Training	Gymnastics	Basketball	Tennis Track & Field	Athletics
<b>6</b>	OAA	Swimming	Gymnastics	Dance	Cricket Track & Field	Athletics

# Substantive (*Know...*) & Disciplinary (*Know how...*) Movement & Dance Knowledge

Assessment Question 1. What do I need to teach? Assessment Question 2. What do the pupils understand?

## Year N should be taught

National Curriculum - PE.

a. master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

### PE.N.1. Physical Control

- I. Know how to:
  - Balance - pass a ball.
  - ride (scooters, trikes and bikes)
- II. Know how to go up steps and stairs or climb up apparatus using alternate feet.
- III. Know how to:
  - Skip, - hop,
  - stand on one leg, - hold a pose for a game

#### Vocabulary

?

### PE.N.2. Competition

- I. Know how to follow actions and gestures with others.
- II. Know how to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

#### Vocabulary

?

### PE.N.3. Moving & Handling

- I. Know how to use large-muscle movements to wave flags and streamers, paint and make marks.
- II. Know how to take part in some group activities which they make up for themselves, or in teams.
- III. Know, use and remember sequences and patterns of movements which are related to music and rhythm.
- IV. Know how to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- V. Know the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- VI. Know how to use one-handed tools and equipment, for example, making snips in paper with scissors.
- VII. Know how to use a comfortable grip with good control when holding pens and pencils.
- VIII. Know which is their preference for a dominant hand.

#### Vocabulary

?

### PE.N.4. Health & Self Care

- I. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

#### Vocabulary

?

### PE. N.5. Fundamentals

- I. ?

## Year R should be taught

### PE.R.1. Physical Control

- I. Know how to roll, crawl, walk, jump, run, hop, skip, Climb
- II. Know how to move with a more fluent style of moving, with developing control and grace.
- III. Know how to co-ordinate, balance and move with agility to engage successfully with future physical education sessions and other physical disciplines including: dance, gymnastics, sport and swimming.

#### Vocabulary

?

### PE.R.2. Competition

- I. Know how to work together and share.

#### Vocabulary

?

### PE.R.3. Moving & Handling

- I. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:
  - pencils (drawing/writing) - paintbrushes,
  - scissors, - knives, forks & spoons.
- II. Know how to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- III. Know how to combine different movements with ease and fluency
- IV. Know how to confidently and safely use a range of
  - large and small apparatus
  - indoors and outside,
  - alone and in a group.
- V. How to develop overall body-strength, balance, co-ordination and agility.
- VI. Know a range of refined ball skills including:
  - throwing, - catching,
  - kicking, - passing,
  - batting, - aiming.
- VII. Know how to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- VIII. Know how to form handwriting style which is fast, accurate and efficient.

### PE.R.4. Health & Self Care

- I. Know how to manage the school day successfully: lining up and queuing and mealtimes

#### Vocabulary

?

### PE. R.5. Fundamentals

- I. Know how to develop balancing whilst stationary and on the move.
- II. Know how to run and stop.
- III. Know how to develop changing direction.
- IV. Know how to jump and land with control.
- V. Know how to hop and land with control.
- VI. Know different ways to travel.

#### Vocabulary

?

Linked Texts

Linked Texts

???

???

## Year 1 should be taught

National Curriculum - PE.

a. master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

### PE.1.1. Physical Control

- Know how to coordinate their own movement effectively

Vocabulary

?

### PE.1.2. Competition

- Know how to co-operate with others in games or sports.

Vocabulary

?

### PE.1.3. Fundamentals

- To explore balance, stability and landing safely.
- To explore how the body moves differently when running at different speeds.
- To explore changing direction and dodging.
- To explore jumping, hopping, and skipping actions.
- To explore co-ordination and combining jumps.
- To explore combination jumping and skipping in an individual rope.

Vocabulary

?

### PE.1.4. Gymnastics

- To explore travelling movements using the space around you.
- To develop quality when performing gymnastic shapes.
- To develop stability and control when performing balances.
- To develop technique and control when performing shape jumps.
- To develop technique in the barrel, straight and forward roll.
- To link gymnastic actions to create a sequence.

Vocabulary

?

Linked Texts

???

c. perform dances using simple movement patterns

### PE.1.5. Dance

- To explore travelling actions and use counts of 8 to move in time with the music.
- To remember and repeat actions and respond imaginatively to a stimulus.
- To copy, remember and repeat actions that represent the theme.
- To copy, repeat, create and perform actions that represent the theme.
- To use expression and create actions that relate to the story.
- To use a pathway when travelling.
- To show changes in expression, level and shape.

Vocabulary

?

Linked Texts

???

## Year 2 should be taught

### PE.2.1. Physical Control

- Know how to move with others either avoiding or working together.

Vocabulary

?

### PE.2.2. Physical Control

- Know how to co-operate with in small groups.

Vocabulary

?

### PE.2.3. Fundamentals

- To develop balance, stability and landing safely.
- To explore how the body moves differently when running at different speeds.
- To develop changing direction and dodging.
- To develop and explore jumping, hopping and skipping actions.
- To develop co-ordination and combining jumps.
- To develop combination jumping and skipping in an individual rope

Vocabulary

?

### PE.2.4. Gymnastics

- To perform gymnastic shapes and link them together.
- To be able to use shapes to create balances.
- To be able to link travelling actions and balances using apparatus.
- To demonstrate different shapes, take off and landings when performing jumps.
- To develop rolling and sequence building.
- To develop sequence work on apparatus.

Vocabulary

?

Linked Texts

???

### PE. 2.5. Dance

- To repeat, link and choose actions.
- To create actions and accurately copy other's actions.
- To copy, remember and repeat actions using facial expressions to show different characters.
- To perform in unison creating shapes with a partner.
- To be able to mirror a partner and create ideas.
- To copy, repeat and create actions in response to a stimulus.
- To copy, create and perform actions considering dynamics.
- To create a short dance phrase with a partner showing clear changes of speed.

Vocabulary

?

Linked Texts

???

# Substantive (*Know...*) & Disciplinary (*Know how...*) **Movement & Dance** Knowledge

Assessment Question 1. What do I need to teach? Assessment Question 2. What do the pupils understand?

## Year 3

### PE. Movement

- a. use running, jumping, throwing and catching in isolation and in combination
- c. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

#### PE.3.1. Physical Control

- I. Know how to copy movements and action with control

#### Vocabulary

?

#### PE.3.2. Competition

- I. Know how to compete against others individually showing sportsmanship.

#### Vocabulary

?

#### PE.3.3. Evaluation

- I. Know how to suggest improvement for their own work.

#### Vocabulary

?

#### PE.3.4. Gymnastics

- I. To be able to create interesting point and patch balances.
- II. To develop stepping into shape jumps with control.
- III. To develop the straight, barrel, and forward roll.
- IV. To be able to transition smoothly into and out of balances.
- V. To create a sequence with matching and contrasting actions and shapes.
- VI. To create a partner sequence incorporating equipment.

#### Vocabulary

?

#### PE.3.5. Athletics

- I. To develop the sprinting technique and improve on your personal best.
- II. To develop changeover in relay events.
- III. To develop jumping technique in a range of approaches and take off positions.
- IV. To develop throwing for distance and accuracy.
- V. To develop throwing for distance in a pull throw.
- VI. To develop officiating and performing skills.

#### Linked Texts

???

### PE. Dance

- d. perform dances using a range of movement patterns

#### PE.3.6. Dance

- I. To create actions in response to a stimulus and move in unison with a partner.
- II. To create actions to move in contact with a partner or interact with a partner.
- III. To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea.
- IV. To work with a partner to choose actions that relate to an idea.
- V. To remember and repeat actions, using dynamics to clearly show different phrases.
- VI. To choose actions which relate to the idea, using space and timing to make my work look interesting.
- VII. To understand and use formations, choosing poses which relate to the stimulus.
- VIII. To use transitions and changes of timing to move into and out of shapes.

#### Vocabulary

?

## Year 4

#### PE.4.1. Physical Control

- I. Know how to choose to use actions and movements confidently.

#### Vocabulary

?

#### PE.4.2. Physical Control

- I. Know how to compete in small groups in a task or game showing sportsmanship.

#### Vocabulary

?

#### PE.4.3. Evaluation

- I. Know how to suggest improvement for others work.

#### Vocabulary

?

#### PE.4.4. Gymnastics

- I. To develop individual and partner balances.
- II. To develop control in performing and landing rotation jumps.
- III. To develop the straight, barrel, forward and straddle roll.
- IV. To develop the straight, barrel, forward and straddle roll.
- V. To develop strength in inverted movements.
- VI. To be able to create a partner sequence to include apparatus.

#### Vocabulary

?

#### PE.4.5. Athletics

- I. To develop stamina and an understanding of speed and pace in relation to distance.
- II. To develop power and speed in the sprinting technique.
- III. To develop technique when jumping for distance.
- IV. To develop power and technique when throwing for distance.
- V. To develop a pull throw for distance and accuracy.
- VI. To develop officiating and performing skills.

#### Vocabulary

?

#### Linked Texts

???

#### PE.4.6. Dance

- I. To copy and create actions in response to an idea and be able to adapt this using changes of space.
- II. To choose actions which relate to the theme.
- III. To understand how dynamics, space and relationships can be used to represent a dance idea.
- IV. To use actions, dynamics, space and relationships to represent a dance idea.
- V. To remember and repeat actions and create dance ideas in response to a stimulus.
- VI. To use action and reaction when creating ideas with a partner.
- VII. To remember, repeat and create actions to represent an idea.
- VIII. To use choreographing ideas to change how actions are performed.

#### Vocabulary

?

## Year 5

### PE. Movement

- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

#### PE.5.1. Physical Control

- Know how to Choose the appropriate technique or movement for their aim.

#### Vocabulary

?

#### PE.5.2. Competition

- Know how to work effectively with others in a team.

#### Vocabulary

?

#### PE.5.3. Evaluation

- Know how to compare their own performance and improvements.
- Know about Personal bests

#### Vocabulary

?

#### PE.5.4. Gymnastics

- To be able to perform symmetrical and asymmetrical balances.
- To develop the straight, forward, straddle and backward roll.
- To be able to explore different methods of travelling, linking actions in both canon and synchronisation.
- To be able to perform progressions of inverted movements.
- To explore matching and mirroring using actions both on the floor and on apparatus.
- To be able to create a partner sequence using apparatus.

#### Vocabulary

?

#### PE. Y5.5. Athletics

- To be able to apply different speeds over varying distances.
- To develop fluency and co-ordination when running for speed.
- To develop technique in relay changeovers.
- To develop technique and co-ordination in the triple jump.
- To develop throwing with force for longer distances.
- To develop throwing with greater control and technique.

#### Linked Texts

???

### PE. Dance

d. perform dances using a range of movement patterns

#### PE. Y5.6. Dance

- To create a dance using a random structure and perform the actions showing quality and control.
- To understand how changing the dynamics of an action changes the appearance of the performance.
- To understand and use relationships and space to change how a performance looks.
- To work with a group to create poses and link them together using transitions.
- To use choreographing devices when working as a group.
- To copy and repeat movements in the style of Rock 'n' Roll.
- To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.

## Year 6

#### PE.6.1. Physical Control

- Know how to use a wide range of skills and techniques, able to demonstrate control and choice over movements.

#### Vocabulary

?

#### PE.6.2. Competition

- Know how to work effectively as a team communicating effectively.

#### Vocabulary

?

#### PE.6.3. Evaluation

- Know how to compare others performance and improvements over time.
- Know how to improve against a personal best.

#### Vocabulary

?

#### PE. Y6.4. Gymnastics

- To be able to develop the straddle, forward and backward roll.
- To develop counter balance and counter tension.
- To be able to perform inverted movements with control.
- To be able to perform the progressions of a headstand and a cartwheel.
- To be able to use flight from hands to travel over apparatus.
- To be able to create a group sequence using formations and apparatus.

#### Vocabulary

?

#### Y6.5. Athletics

- To work collaboratively with a partner to set a steady pace.
- To develop your own and others sprinting technique.
- To develop power, control and technique for the triple jump.
- To develop power, control and technique when throwing for distance.
- To develop throwing with force and accuracy for longer distances.
- To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.

#### Linked Texts

???

#### PE. Y6.6. Dance

- To copy and repeat a set dance phrase showing confidence in movements.
- To work collaboratively with a partner to explore and develop the dance idea.
- To use changes in level and speed when choreographing.
- To copy and create actions using a prop as a dance stimulus.
- To use choreographing devices to improve how the performance looks.
- To select actions and dynamics to convey different characters.
- To choreograph a dance that shows contrasting characters.
- To communicate a story through dance.

#### Vocabulary

## Substantive (*Know...*) & Disciplinary (*Know how...*) Competitive Games Knowledge

Assessment Question 1. What do I need to teach? Assessment Question 2. What do the pupils understand?

### Year N

#### PE. Competitive Games

- b. participate in team games, developing simple tactics for attacking and defending

#### PE.N.5. Moving & Handling

- I. Use large-muscle movements to wave flags and streamers, paint and make marks.
- II. Start taking part in some group activities which they make up for themselves, or in teams.
- III. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- IV. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- V. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- VI. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- VII. Use one-handed tools and equipment, for example, making snips in paper with scissors.
- VIII. Use a comfortable grip with good control when holding pens and pencils.
- IX. Show a preference for a dominant hand.

### Year R

#### PE.R.1. Physical Control

- IV. Know how to roll, crawl, walk, jump, run, hop, skip, Climb
- V. Know how to move with a more fluent style of moving, with developing control and grace.
- VI. Know how to co-ordinate, balance and move with agility to engage successfully with future physical education sessions and other physical disciplines including: dance, gymnastics, sport and swimming.

#### Vocabulary

?

#### PE.R.2. Competition

- II. Know how to work together and share.

#### Vocabulary

?

#### PE.R.3. Moving & Handling

- IX. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:
  - pencils (drawing/writing) - paintbrushes,
  - scissors, - knives, forks & spoons.
- X. Know how to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- XI. Know how to combine different movements with ease and fluency
- XII. Know how to confidently and safely use a range of
  - large and small apparatus
  - indoors and outside,
  - alone and in a group.
- XIII. How how to develop overall body-strength, balance, co-ordination and agility.
- XIV. Know a range of refined ball skills including:
  - throwing, - catching,
  - kicking, - passing,
  - batting, - aiming.
- XV. Know how to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- XVI. Know how to form handwriting style which is fast, accurate and efficient.

#### PE.R.4. Health & Self Care

- II. Know how to manage the school day successfully: lining up and queuing and mealtimes

#### Vocabulary

?

#### PE. R.5. Fundamentals

- VII. Know how to develop balancing whilst stationary and on the move.
- VIII. Know how to run and stop.
- IX. Know how to develop changing direction.
- X. Know how to jump and land with control.
- XI. Know how to hop and land with control.
- XII. Know different ways to travel.

#### Vocabulary

?

Linked Texts

## Year 1

### PE. Competitive Games

b. participate in team games, developing simple tactics for attacking and defending

#### PE.1.6. Net & Wall

- I. To defend space, using the ready position.
- II. To play against an opponent and keep the score.
- III. To develop control when handling a racket.
- IV. To develop racket and ball skill
- V. To develop sending a ball using a racket.
- VI. To develop hitting over a net.

#### Vocabulary

?

#### PE.1.7. Target Games

- I. To develop underarm throwing towards a target.
- II. To develop throwing for accuracy.
- III. To develop underarm and overarm throwing for accuracy.
- IV. To develop throwing for accuracy and distance using underarm and overarm.
- V. To select the correct technique for the situation.
- VI. To develop throwing for accuracy and distance.

#### Vocabulary

?

#### PE.1.8. Invasion Games

- I. To develop dribbling towards a goal and understand what being 'in possession' means.
- II. To understand who to pass to and why when playing against a defender.
- III. To move towards a goal with the ball.
- IV. To support a teammate when in possession.
- V. To move into space showing an awareness of defenders.
- VI. To be able to stay with a player when defending.

#### Vocabulary

?

#### PE.1.9. Ball Skills

- I. To develop control and co-ordination when dribbling a ball with your hands.
- II. To explore accuracy when rolling a ball.
- III. To explore throwing with accuracy towards a target.
- IV. To explore catching with two hands.
- V. To explore control and co-ordination when dribbling a ball with your feet.
- VI. To explore tracking a ball that is coming towards me

#### Vocabulary

?

#### PE.1.10. Sending & Receiving

- I. To develop rolling and throwing a ball towards a target.
- II. To develop receiving a rolling ball and tracking skills.
- III. To be able to send and receive a ball with your feet.
- IV. To develop throwing and catching skills over a short distance.
- V. To develop throwing and catching skills over a longer distance.
- VI. To apply sending and receiving skills to small games.

#### Vocabulary

?

#### PE.1.11. Striking & Fielding

- I. To develop underarm throwing and catching and put this into small sided games.
- II. To develop overarm throwing.
- III. To develop striking a ball with my hand and equipment.
- IV. To retrieve a ball when fielding.
- V. To understand how to get a batter out.
- VI. To develop decision making and understand how to score points.

#### Vocabulary

?

#### PE.1.12. Athletics

- I. To learn to move at different speeds for varying distances.
- II. To develop a foundation for balance and stability.
- III. To develop agility and co-ordination.
- IV. To explore hopping, jumping and leaping for distance.
- V. To develop throwing for distance.

## Year 2

#### PE.2.6. Net & Wall

- I. To develop racket familiarisation.
- II. To develop placing an object.
- III. To use the ready position to defend space on court.
- IV. To develop returning a ball with hands.
- V. To develop returning a ball using a racket.
- VI. To move an opponent to win a point.

#### Vocabulary

?

#### PE.2.7. Target Games

- I. To develop an understanding of target games and consider how much power to apply when aiming at a target.
- II. To understand how to score in different target games using overarm throwing.
- III. To develop understanding of different target games using the skill of kicking.
- IV. To develop striking to a target.
- V. To develop hitting a moving target.
- VI. To select an appropriate skill to play a game.

#### Vocabulary

?

#### PE. Y2.8. Invasion Games

- I. To understand what being in possession means and support a teammate to do this.
- II. To use a variety of skills to score goals.
- III. To develop stopping goals.
- IV. To learn how to gain possession of the ball.
- V. To develop an understanding of marking an opponent.
- VI. To learn to apply simple tactics for attacking and defending.

#### Vocabulary

?

#### PE. Y2.9. Ball Skills

- I. To be able to roll a ball to hit a target.
- II. To develop co-ordination and be able to stop a rolling ball.
- III. To develop technique and control when dribbling a ball with your feet.
- IV. To develop control and technique when kicking a ball.
- V. To develop co-ordination and technique when throwing and catching.
- VI. To develop control and co-ordination when dribbling a ball with your hands.

#### Vocabulary

?

#### PE. Y2.10. Sending & Receiving

- I. To roll a ball towards a target.
- II. To be able to track and receive a rolling ball.
- III. To be able to stop, send and receive a ball with your feet.
- IV. To develop throwing and catching skills.
- V. To develop throwing and catching skills.
- VI. To send and receive a ball using a racket.

#### Vocabulary

?

#### PE. Y2.11. Striking & Fielding

- I. To be able to track a rolling ball and collect it.
- II. To develop accuracy in underarm throwing and consistency in catching when fielding a ball.
- III. To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score.
- IV. To develop striking for distance and accuracy.
- V. To develop decision making to get a batter out.
- VI. To develop decision making when under pressure.

#### Vocabulary

?

#### PE.2.12. Athletics

- I. To develop the sprinting action.
- II. To develop jumping for distance.
- III. To develop technique when jumping for height.
- IV. To develop throwing for distance.
- V. To develop throwing for accuracy.
- VI. To develop technique when taking part in an athletics carousel.

VI. To develop throwing for accuracy

**Vocabulary**  
?

**Vocabulary**  
?



# Substantive (*Know...*) & Disciplinary (*Know how...*) **Competitive Games** Knowledge

Assessment Question 1. What do I need to teach? Assessment Question 2. What do the pupils understand?

## Year 3

### PE. Y3.4. Tennis

- I. To develop racket and ball control.
- II. To develop returning the ball using a forehand groundstroke.
- III. To be able to rally using a forehand.
- IV. To develop the two handed backhand.
- V. To learn how to score.
- VI. To develop playing against an opponent.
- VII. To work collaboratively with a partner and compete against others.

### PE. Y3.5. Handball

- I. To begin to throw and catch while on the move.
- II. To learn how to move towards goal or away from a defender.
- III. To develop accuracy when shooting.
- IV. To be able to apply individual and team defending skills
- V. To use a change of direction and speed to lose a defender and move into space.
- VI. To maintain possession when in attack.

### PE. Y3.6. Tag Rugby

- I. To develop throwing, catching and running with the ball.
- II. To develop an understanding of tagging rules.
- III. To begin to use the 'forward pass' and 'off side' rule.
- IV. To dodge a defender and move into space when running towards the goal.
- V. To develop defending skills and use them in a game situation.
- VI. To apply the rules and skills you have learnt and play in a tag rugby tournament.

### PE. Y3.7. Basketball

- I. To develop the attacking skill of dribbling.
- II. To use protective dribbling against an opponent.
- III. To develop the bounce and chest pass and begin to recognise when to use them.
- IV. To develop tracking and defending an opponent.
- V. To develop the technique for the set shot.
- VI. To be able to apply the skills, rules and tactics you have learnt to a mini tournament.

### PE. Y3.8. Netball

- I. To develop passing and moving and play within the footwork rule.
- II. To develop passing and moving towards a goal.
- III. To develop movement skills to lose a defender.
- IV. To be able to defend an opponent and try to win the ball.
- V. To develop the shooting action.
- VI. To develop playing using netball rules.

### PE. Y3.9. Golf

- I. To develop overarm throwing and catching.
- II. To develop underarm bowling.
- III. To learn how to grip the bat and develop batting technique.
- IV. To be able to field a ball using a two handed pick up and a short barrier.
- V. To develop overarm bowling technique.
- VI. To play apply skills learnt to mini cricket.

### PE. Y310. Rounders

- I. To play different roles in a game and begin to think tactically about each role.
- II. To develop the bowling action and learn the rules of bowling.
- III. To run around the outside of the bases and make decisions about when to stop and when to run.
- IV. To field a ball using a two handed pick up and a short barrier.
- V. To develop batting technique and an understanding of where to hit the ball.
- VI. To apply skills and rules learnt to play rounders.

VII.

## Year 4

### PE.4.4. Tennis

- I. To develop hitting the ball using a forehand.
- II. To develop returning the ball using a forehand.
- III. To develop the backhand and understand when to use it.
- IV. To work co-operatively with a partner to keep a continuous rally going.
- V. To use simple tactics in a game to outwit an opponent.
- VI. To demonstrate honesty and fair play when competing against others.

### PE. Y4.5. Hockey

- I. To develop sending the ball with a push pass.
- II. To develop receiving the ball.
- III. To develop dribbling using the reverse stick (Indian dribble).
- IV. To develop moving into space after passing the ball.
- V. To use an open stick tackle to gain possession.
- VI. To apply defending and attacking principles and skills in a hockey tournament.

### PE. Y4.6. Football

- I. To develop controlling the ball and dribbling under pressure.
- II. To develop passing to a teammate.
- III. To be able to control the ball with different parts of the body.
- IV. To develop changing direction with the ball using an inside and outside hook.
- V. To jockey / track an opponent.
- VI. To be able to apply the rules and tactics you have learnt to play in a football tournament.

### PE. Y4.7. Cricket

- I. To develop overarm throwing and catching.
- II. To develop underarm bowling.
- III. To learn how to grip the bat and develop batting technique.
- IV. To be able to field a ball using a two handed pick up and a short barrier.
- V. To develop overarm bowling technique.
- VI. To play apply skills learnt to mini cricket.

## Year 5

### PE. Y5.4. Tennis

- I. To develop returning the ball using a forehand groundstroke.
- II. To develop returning the ball using a backhand groundstroke.
- III. To work cooperatively with a partner to keep a continuous rally.
- IV. To develop the underarm serve and understand the rules of serving.
- V. To develop the volley and understand when to use it.
- VI. To use a variety of strokes to outwit an opponent.

### PE. Y5.5. Hockey

- I. To develop dribbling to beat a defender.
- II. To develop sending the ball using a push pass.
- III. To develop receiving the ball with control.
- IV. To be able to move into space to support a teammate.
- V. To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.
- VI. To apply the rules and skills you have learnt to play in a hockey tournament.

### PE. Y5.6. Tag Rugby

- I. To develop attacking principles, understanding when to run and when to pass.
- II. To be able to use the 'forward pass' and 'offside' rules.
- III. To be able to play games using tagging rules.
- IV. To develop dodging skills to lose a defender.
- V. To develop drawing defence and understanding when to pass.
- VI. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.

### PE. Y5.7. Rounders

- I. To develop the bowling action and understand the role of the bowler.
- II. To develop batting technique.
- III. To make decisions about where and when to send the ball to stump a batter out.
- IV. To develop a variety of fielding techniques and when to use them in a game.
- V. To develop long and short barriers in fielding and understand when to use them.
- VI. To apply the rules and skills you have learnt to play

□

## Year 6

### PE. Y6.5. Tennis

- I. To develop the forehand groundstroke.
- II. To be able to return the ball using a backhand groundstroke.
- III. To develop the volley and understand when to use it.
- IV. To develop the volley and use it in a game situation.
- V. To develop accuracy of the underarm serve.  
To learn to use the official scoring system.
- VI. To work co-operatively with a partner and employ tactics to outwit an opponent

### PE. Y6.6. Handball

- I. To develop a variety of passes and know when to use each to help to maintain possession.
- II. To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders.
- III. To use defending skills to stop an opponent from scoring.
- IV. To select and apply the appropriate skill to score goals.
- V. To use defensive skills to gain possession.
- VI. To maintain possession under pressure.

### PE. Y6.7. Football

- I. To be able to dribble the ball under pressure.
- II. To pass the ball accurately to help to maintain possession.
- III. To use different turns to keep the ball away from defenders.
- IV. To develop defending skills to gain possession.
- V. To develop goalkeeping skills to stop the opposition from scoring.
- VI. To be able to apply the rules and tactics you have learnt to play in a football tournament.

### PE. Y6.8. Netball

- I. To develop passing and moving.
- II. To be able to use the attacking principle of creating and using space.
- III. To be able to change direction and lose a defender.
- IV. To be able to defend ball side and know when to go for interceptions.
- V. To develop the shooting action.
- VI. To use and apply skills and tactics to small sided games.

### PE. Y6.9. Golf

- I. To develop putting technique and accuracy.
- II. To develop the technique for chipping.
- III. To develop technique for a short game.
- IV. To develop the technique for a long game.
- V. To select the appropriate shot for the situation.
- VI. To design a course and select the appropriate shot for the situation.

### PE. Y4.10. Cricket

- I. To develop throwing accuracy and catching skills.
- II. To develop batting accuracy and directional batting.
- III. To develop catching skills (close/deep catching and wicket keeping).
- IV. To develop overarm bowling technique and accuracy.
- V. To develop a variety of fielding techniques and to use them within a game.
- VI. To develop long and short barriers and apply them to a game situation.

### PE. Y6.12. OAA

- I. To build communication and trust whilst showing an awareness of safety.
- II. To work as a team to solve problems, sharing ideas and collaborating with one another.
- III. To develop tactical planning and problem solving.
- IV. To share ideas and work as a team to solve problems.
- V. To develop navigational skills and map reading.
- VI. To use a key to identify objects and locations.

## How Do We Assess In **Physical Education**?

### **Assessment Question 1. What do I need to teach?**

#### **Curriculum Overview**

The previous years knowledge is outlined in this Curriculum Booklet. We look back at the units in the themes and so they are able to see the previous learning.

#### **Previous Learning**

Staff are able to look at the pupils' books and the Assessment information in Arbor to see which children had met the expected standard and which would need additional support.

### **Assessment Question 2. What do the pupils understand?**

#### **Use of Questioning**

Use of questioning to check whole class understanding - Avoiding closed questions

- Probing questions – finding out what the child and unpicking their thoughts
- Prompting questions – help direct pupils and draw attention to specific aspects
- Promoting questions – open ended sparking discussion and allow to explore and deepen thinking

#### **Live Feedback**

All staff give in the moment marking/feedback is in the lesson when working with the child.

Whole Class Feedback sheets are used to track the pupils who require more support in the later sessions.

#### **Marking and moving on comments**

Moving on comments as children work – time given for children to respond.

#### **Mini- Quizzes**

Adults will use mini-quizzes at the end of a lesson or in a mini-plenary. These will be verbal or physically moving such as 'true or false' or 'point to the answer'

#### **Key Performance Indicators**

The staff will use the KPIs to ensure that the key Sticky

### **Assessment Question 3. What can the pupils apply?**

#### **End Unit Assessment**

At the end of the unit, the pupils will be set a task to apply their knowledge from the unit, such as taking part in a min game, tournament, or a performance in line with the theme of the topic. The task will allow them to show the key knowledge which the children can apply. Staff will use the Key Performance Indicators (*KPI*) to assess the task and to The KPIs will be used to inform planning and future learning.

# What Are The End Points For Each Year In Physical Education?

*Assessment Question 3. What can the pupils apply?*

	???	???	???	???
N				
R			R.1.	R.2.
1	1.1.	1.2.		1.3.
2	2.1.	2.2.	2.3.	2.4.
3	3.1.	3.2.	3.3.	3.4.
4	4.1.	4.2.		
5				
6				